

We want to harness the potential of the local network to build a framework for people to work together for the sake of children at risk. We want to agree how we will work together and what we will do together in order to bring about change for children. Our number one priority will be the best interest of the child. We will do all we can to see that children are safe, well and fulfilling their God-given potential.

We invite you to Join the Journey

Do you have a passion to keep children safe?

Do you want to make your life count?

Do you want to invest your money in something that will outlast you?

The Members, Board and Staff of CRANE want to welcome you to join the journey of CRANE to make Uganda a safer place for children by 2029.

There are a number of ways you can do this:

1. Existing members commit to taking a lead in coordinating Action Groups and commit to sharing their knowledge with other member organisation
2. New organisations come into the membership of the network and work together in strategic collaborations in the interest of the child.
3. Professionals offer time and specialist skills to help keep children safe in Kampala
4. Individuals volunteer time. This can be from within Uganda, working directly with children, or from a distance, helping with marketing, media and fundraising
5. Social investors giving to CRANE through Viva in the UK or direct to CRANE in Uganda.



t +256 (0) 414 271 733 | +256 (0) 792 522 601

e administrator@cranenetwork.org | keepingchildrensafe@cranenetwork.org

p PO Box 14003, Kampala

a Plot 879 Centenary Road, Namirembe, Kampala

w www.cranenetwork.org

www.viva.org



**BIG PICTURE THINKING  
FOR THE SILVER JUBILEE 2029**

# Introduction

People driven by a desire to see Kampala become a **safe place for children** have been working together since 2001. That's when a small group of organisations working with street children first talked about forming a network. Then in 2004, the 'Children at Risk Action Network' (CRANE) was formed, with the help and support of Viva. Now 10 years on, we are celebrating that thousands of child care workers have been trained and supported, and many more thousands of children are safer because of the **collaborative work** that has been going on under the umbrella of CRANE, achieving much more by **working together** than anyone could have achieved by working in isolation.

We wish the work of this network, whose vision is to see that **children are safe, well and fulfilling their God-given potential**, was finished because there was no longer children at risk. But this is not the reality of life, and there is an urgent need to expand the **scope and influence** of the network collaboration in order to see **children's lives transformed**. Thus as we have approached the 10th anniversary of CRANE, we have endeavoured to review, read, listen and talk about the future in order to focus and prioritise as we look ahead to CRANE's Silver Jubilee in 2029.

This paper seeks to give some big picture thinking for the next 15 years. It outlines our priorities for how we will work together to see the situation for children in and around Kampala, and in time across Uganda, transformed so that children are kept safe. The network will work to develop this big picture thinking into detailed collaborative plans that are as attractive as the vision itself. We look forward to working with anyone who is willing to walk this challenging journey with us.

## CRANE Board and Staff, November 2014



## A Long Term Vision for All Children

We are passionate about protecting all children so that they are safe from harm, and if they are in trouble that there is a place of refuge to which the children can run and find safety, rescue and restoration. This passion is driven by our belief that children are God's greatest priority and should be given the highest levels of protection with a zero tolerance of child abuse. Therefore, everything possible must be done to see that children are kept safe and raised within loving and stable families. We are also driven by a dream to see national and international standards, policies, frameworks and conventions effectively implemented for all children.

We believe that all children are equal and have the same rights regardless of any perceived difference. The network has a zero tolerance of any form of discrimination against any children.

Normally the network members begin their work with children when the child is already at risk. We want to develop strategies that prevent harm in the first place, whilst also finding better intervention strategies. We often only see a child for a period of time, from a point of crisis to a point of relative security. We now need to understand how to protect children from conception through to adulthood,

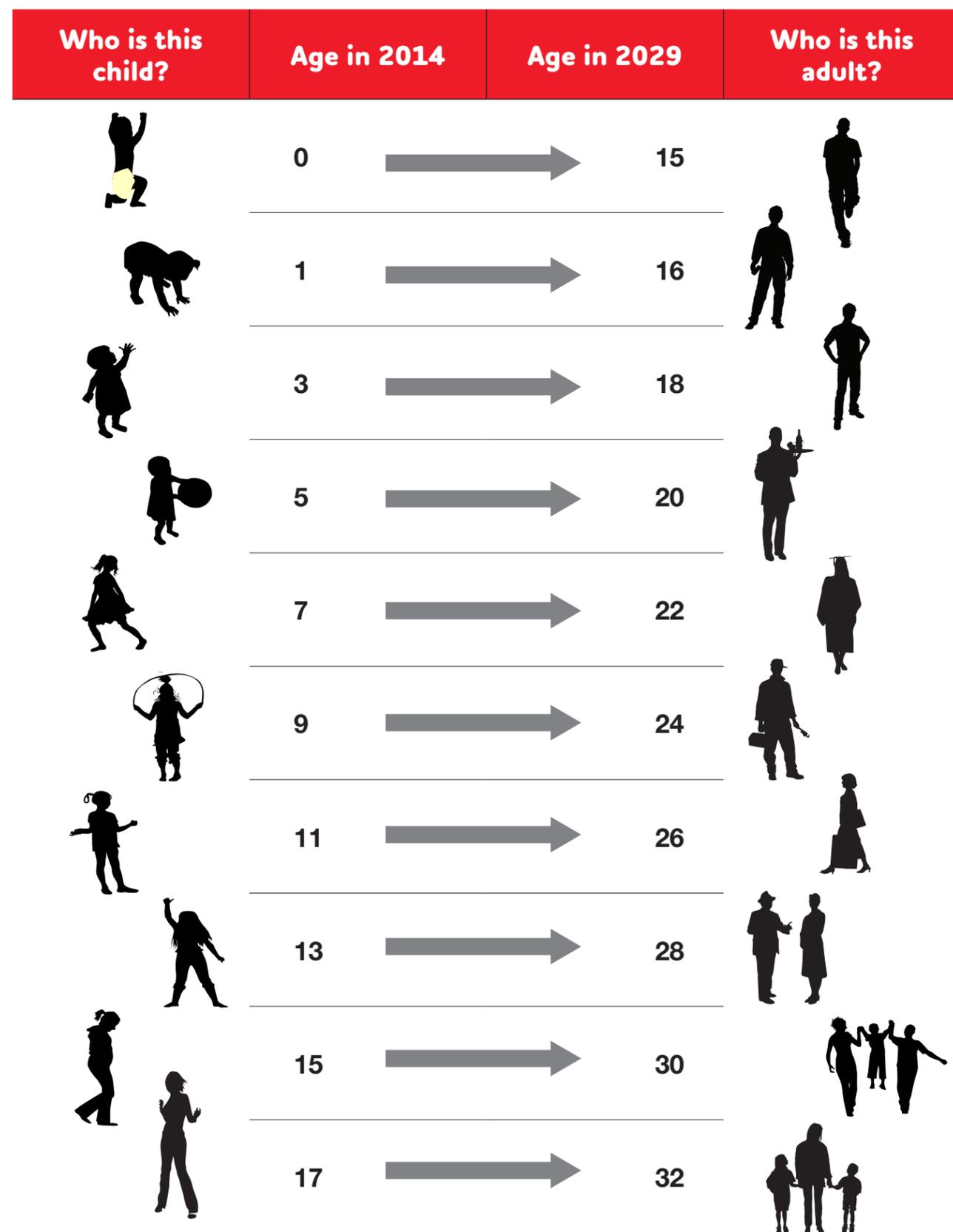
ensuring that a child once rescued remains safe, well and fulfilling their God-given potential. That means we need to develop sustainable strategies that see the child of 2014 still safe and well in 2029 and reaching adult life safe and well.

*One policeman interviewed from EVACAP remarked, "Children used to fear police stations but these days they have developed boldness to come and report child abuse cases at the police."*

It is important for us to develop a broader understanding of child development so that we see a child in context of what their life's journey has been before we engaged with them and where it is going there on. Our starting point for 2014 is that the vast majority of children in the care of the network now will be adults by the time of the Silver Jubilee. We have asked ourselves how we can ensure that the children of 2014 reach adulthood in 2029 and will be a part of an engaging, growing, exciting body of people who are working together to see that children across Uganda are safer than now.



The diagram below is just a simple way we have tried to envision this focus that we want to develop. The development technocrats would call it 'cohort tracking'.



## Our Vision for Children

### THE VISION THAT INSPIRES US:

Children are **safe, well** and fulfilling their God-given **potential**.

### THE MISSION THAT DRIVES US:

**Lasting change for children** is realised through networking **collaborative action** amongst Christians and other stakeholders driven by the values of the Christian faith.

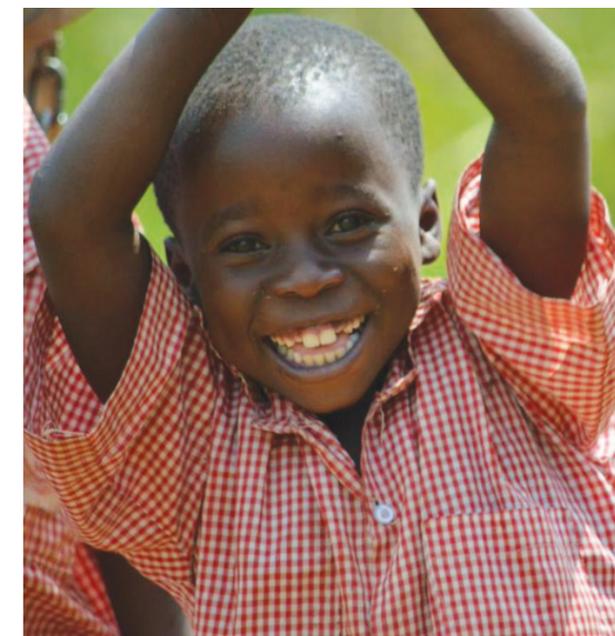
### THE MODEL THAT GUIDES US:

To help create a **shared vision** amongst individual members that signposts **common priorities** so that together we provide **quality care** for children and **creative solutions** to persistent problems so that together we see **transformational change for children**. This model will promote the **role of children** in finding solutions and advocating for child rights and child protection.

## The Issues Facing Children in Uganda

Children in Uganda face multiple and persistent risks on a daily basis. When they sleep, they are often at risk. When they are moving around the community, they are often at risk. When they are at school, they are often at risk. When they are with adults, they are often at risk. According to the Ministry of Gender, Labour and Social Development, 94% of children are at risk, and of that 94%, the Government is only able to intervene to some degree in the lives of 11% of these children.

In a 2014 review of the situation for children at risk, a number of problems and root causes of those were listed. A summary of these can be seen in the table overleaf. This summary is by no means exhaustive, but it gives a broad picture of the challenges children in Uganda are facing. The Secretariat will ensure that it keeps up to date with statistics and research on issues facing children and will make the detailed situational analysis of children's issues available to its members as necessary. We encourage members to also go your local situational analysis and feed this into the network's strategy.



*“After the health and environment exhibition, we went back to our school and started identifying issues upon which we would act with the knowledge we had learnt. Our safe club bought safe containers and clean glasses for drinking water. We boil and distribute drinking water for all classes every day. This has increased the number of pupils taking boiled water. We have also established a small vegetable garden to supply vegetables to our school and improve our diet. We have taught people in Kakiri sub-county to plant trees for environmental conservation and 700 seedlings were planted. When we meet on Saturday we also make energy saving stoves and so far every child ambassador has one.”*

Major Problems Facing Children	Root Causes Of These Problems
<ul style="list-style-type: none"> <li>Children living on the streets</li> <li>Trafficking of children</li> <li>Physical, sexual, emotional abuse</li> <li>Child sacrifice</li> <li>Early marriage</li> <li>Neglect by the parents</li> <li>Absent parents</li> <li>Family conflicts and violence</li> <li>Poor quality of educational delivery</li> <li>School dropout for all sorts of reasons</li> <li>Refugees</li> <li>Lack of provision for children with disabilities</li> <li>Poor child health – prevention and cure</li> </ul>	<ul style="list-style-type: none"> <li>Children running from abuse</li> <li>Irresponsible parents</li> <li>World views and belief systems</li> <li>Ignorance of child rights and child care</li> <li>Lack of skills to stimulate household income</li> <li>Lack of role models for adults and children</li> <li>Cross border conflicts causing refugees</li> <li>Poor communication between parents</li> <li>Lack of economic development opportunities</li> <li>Greed and selfishness of parents</li> <li>Low household income</li> <li>Insufficient value placed on education</li> <li>Girls and boys treated differently</li> </ul>

With many issues facing children, it is important for the network to prioritise its work and what the network can do to bring synergy and direction to the often disparate efforts. A ranking exercise was undertaken whereby 8 primary issues facing children were assessed. The results in the table below show that whilst certain types of work, such as providing health care, are outside the remit of the corporate network's expertise, there is a broad grouping of issues relation to education, families and safety.

Ranking Matrix of CRANE's Possible Interventions	PEST & legal Environment	Children with Disabilities	Health	Education	Reintegration	Broken families	Street children	Violence
Area of work undertaken by members	1	3	4	8	2	5	7	6
Track record/skills/expertise in the network	1	8	2	5	3	7	6	4
Key needs of the members	8	5	3	6	7	4	1	2
Strengths of the network (collaboration)	6	4	1	5	8	7	3	2
P.E.S.T. Opportunities	8	2	1	6	5	7	4	3
Opportunity to transform the city for children	8	1	2	6	3	7	4	5
Where can we make the most difference?	1	3	2	7	5	8	6	4
TOTALS	33	27	15	43	33	45	31	26
		Education			Families			
		Safe Spaces for Children						

With Education, Families and Safe Spaces established as the areas of focus, it is then important to see how the network will intervene in these areas to bring focus and clarity to the 'Big Picture Thinking for the Silver Jubilee 2029'.

At the same time, the P.E.S.T. (Political, Economic, Social, Technological) and legal environment was seen as a strategy that we need to work on carefully in order to secure long term change for children

*“We are sending warm greetings to you all as child ambassadors from Oasis Uganda. We thank you for all that you have done for us like teaching us life skills, children's rights and responsibility. My friends are interested in me because I am good at advising and teaching them about rights and telling them nice stories about what we learn during workshops and going for camps. My mum is interested in me because you have taught me a lot about children rights and I can tell her about children's right.”*



## What Interventions will the Network Collaborations focus on to see Transformational Change for Children?

Such huge issues will require **courageous interventions**. Within a framework of **network collaboration**, the most important work of the Secretariat is to provide opportunities for member organisations to **build trust, share learning, create collaboration**, and present a louder voice to Government in advocating for children.

The network is a collaboration of autonomous organisations working together around common goals and using similar strategies; the network function is to enhance and build and support the individual members in their work with children. This network is served by a secretariat that gives a foundation for collective action. This secretariat has 6 particular functions

- To coordinate the collective voice of Christians to Government and Civil Society
- To raise the profile of the Network Response
- To coordinate the allocation of new resources (people and finance)
- To pilot new innovations to solve long term problems together
- To provide capacity building to members to bring about quality child care
- To provide forums for solution think tanks, shared learning and collective action



The members will come together in **Action Groups** to work on specific issues or in specific geographical areas where they will **share learning, build capacity, collaborate, and create solutions**. At the time of writing, there are 7 'Action Groups' in which members meet and which provide a banner of evidence that working together is better than working in isolation. These groups are:

#### **Children in Families**

These are the oldest Action Groups in the network; one group meets to deal with street children's issues; another group meets to deal with issues around adoption and foster care, and a third group meets to deal with issues of getting children out of institutions and orphanages and back into families and communities.

#### **Educated Children**

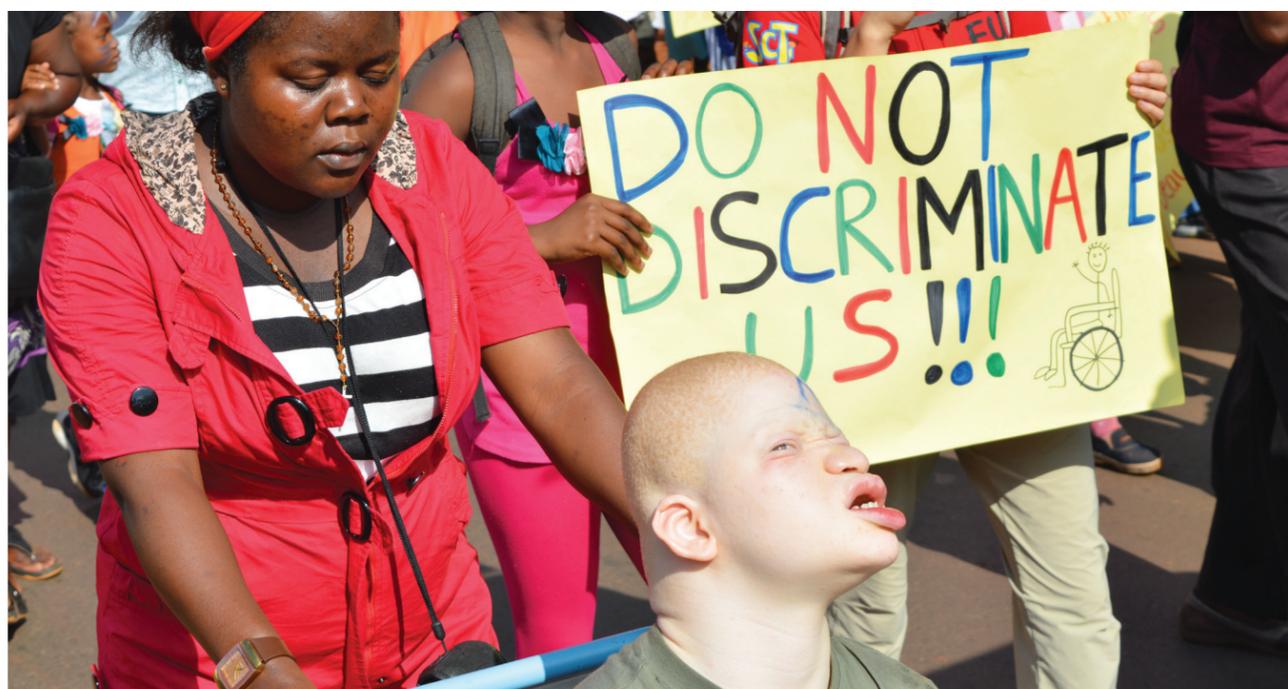
This is an Action Group of members who provide educational opportunities to children, whether traditional models or newer models like the Girls' Education Challenge and the Creative Learning Centres.

#### **Empowered Children**

This Action Group of members is working together to teach children, parents and community leaders about child rights and child protection so that children are kept safe. This also includes supporting parents in building their economic capacity so that they can care more effectively for their children, and capacity building to the member organisations so that they provide better quality care to their children.

#### **Visible Children**

This Action Group is for members working with Children with Disabilities.



*"I have written this letter thanking CRANE and Viva and all the staff for what you have taught me. Since I was chosen to be a child ambassador, I have learnt that anyone can make a difference in his or her community and one should always trust in God in case one has a problem.*



*I really thank you for the work you are doing teaching children about their rights, and encouraging us to speak up in the communities where we stay, and to help or give advice to our fellow children who are being abused. I thank you because CRANE and Viva staff have taught me things I never knew in my life."*

#### **Healthy Children**

An Action Group of Peer Educators from 2 slums in Kampala has been meeting to learn and teach their communities about maternal and child health. This low-key, low-investment initiative has a high impact and has the potential to provide a framework in which the network can provide health education.

#### **Fit Children**

The Sports Action Group has met on and off over the last 10 years to use sports as a specific engagement strategy for children and adults. Sports will continue to be used as an entry point to engage children and adults.

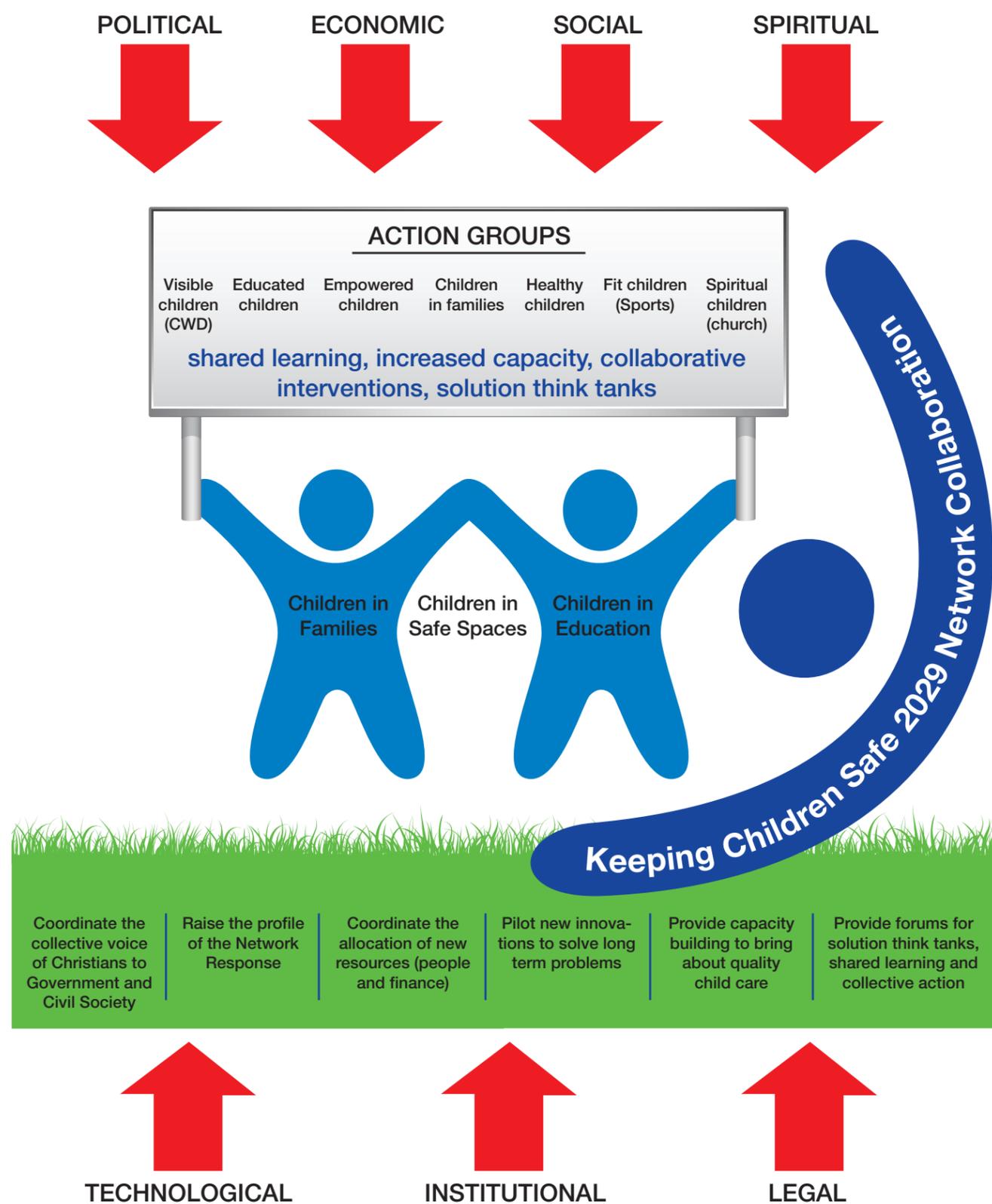
#### **Spiritual Children**

As a non-denominational Christian network we provide the only forum in the city for church leaders to meet around children's issues. The opportunities for pastors and church leaders to consider the intrinsic value of children, backed up by Biblical theology, and how churches can respond to the needs of children in their communities, will remain as a key offering of the network to the churches in Kampala. Discussion forums, training for pastors and child care workers, helping churches to achieve the 'Child Friendly Church' status, and helping pastors to know how to engage their congregations, are some ways that the work of this group will continue to be seen.

One might visualise this functioning of the network overleaf, with children at the heart of the work, ensuring that we are working together to see children in safe spaces, children in families, and children in education.

The network collaborative initiatives will be focussed around 'Safe Spaces for Children', 'Children in Families' and 'Children in Education', whilst we also position ourselves as a network to work successfully with the barriers, risks and opportunities in the Political, Economic, Social, Spiritual, Technological, Institutional and Legal framework within which the network works.

## Indicators of impact will be evidenced in a variety of ways:



Indicators of 'Children in Families'	Indicators of 'Children in Safe Spaces'	Indicators of 'Children in Education'	Indicators of Network Collaboration and Capacity
Decrease in # children in institutions	Increase in the number of 'Safe Spaces' for children to go	Increase in % children completing primary and secondary education	Decrease in annual % staff turnover
Decrease in # children on the streets	Increase in child survival rates	Increase in use of creative child-to-child learning	Increase in financial transparency
No new street children staying on the streets	Decrease in child mortality	Increase in % children with improved life skills	Decrease in mismanagement of resources
Increase in family income	Decrease in child abuse	Improved learning outcomes	Increase in % of successful child referrals to specialist services
Increase in % children describing they are happy in their families	Stronger policies and systems in organisations caring for children	Increased investment in education: training, resources, per child government investment	Increase in # pro-bono professional support to children's rights
Increased # parents engaging in parental training and discussion groups	Decrease in early pregnancies	Increased access to family support systems	Increased survival ratios of organisations from local sources
Decrease in domestic violence	Increase in child registration	Increase in the number of teachers for children with Special Needs	Increased cooperation between members for supply and demand of services
Increase in # families displaying positive parenting skills	Increase in number successful prosecutions of child abuse	Increased participation by children in monitoring children's rights	Increased collaboration between state and non-state, private and public partnerships
Increased access to family support systems	Decrease in domestic violence	Increased media promotion of child rights	Increased political responsiveness to children's issues shown in budget allocation and policy application

## Stepping Stones to Collaborative Interventions to move us towards successful solutions

Below are a number of stepping stones that help to lay down a path for us to journey on together to see Uganda as a safer place for children by 2029.

### Safe Spaces for Children: Coordination of a 'Safe Spaces for Children' Strategy

- Gather key stakeholders to agree the standards expected of a Safe Space for children
- Promote the 'Safe Spaces for Children' product and invite organisations to participate
- Engage community leaders to agree places that are safe for children to go to
- Assess organisational capacity for becoming safe spaces for children
- Train in child-focussed organisational development to members that create safe spaces
- Train children's workers to provide robust, effective and safe child care
- Award 'Safe Spaces for Children' to compliant organisations, with government support
- Monitor the implementation of child-focussed policies, ensuring functioning systems
- Provide coordination of a team of professionals who provide specialist child care

### Children in Education

- Engage educationalists to find new collaborative education strategies
- Engage in the development of in service teacher training curriculum
- Train teacher trainers and super-trainers to provide in service teacher training
- Engage in the development of the Ugandan school curriculum
- Build a model of an 'assisted places scheme' provided by the Christian private sector

### Children in Families

- Agree with government the role of the church in helping children live in families
- Engage key Christian leaders to devote time to the 'Children in Families' campaign
- Engage pastors to believe their duty of care to children and that children belong in families
- Pastors urge families in their congregations to open their homes to children
- Churches do first selection of potential foster families
- Network collaboration provides vetting of foster families, in liaison with Government

*"It's good that when we link together we can't do duplication of work in the area. We work together, we go in same lines, when you come and you're working on child protection, we move together so that you don't come here and I do the same work. That's the benefit of working together."*



- Network trains trainers in churches to train foster families ready to receive children
- Church monitors success of foster placement and reports back to the network secretariat
- Network secretariat provides reports to government on church foster care placements
- Build a business cooperative to provide members and their parents with a marketplace

### P.E.S.S.T.I.L.

#### Political – Economic – Social – Spiritual – Technological – Institutional – Legal

- Develop solution think tanks of interested stakeholders to find solutions to child related issues
- Engage Bible Colleges to provide training for ministry trainees in children's issues
- Build a network of professionals who can provide pro bono support for children in crisis, e.g.
  - o Lawyers
  - o Police
  - o Counsellors
  - o Emergency shelters
  - o Medics
- Support local communities in advocating to duty bearers for implementation of child rights
- Engage the private sector in investing in keeping children safe
- Establish a rigorous monitoring framework for the network's contribution to child care
- Engage in child related policy making at a national level

Finally, we are presenting a Theory of Change that is directly related to this network collaboration model.

Sheila is mother to Nansi, 15. Unfortunately Sheila's husband was murdered which left her struggling to survive. She was a house wife at the time and had never been employed. After the death of her husband she felt she could no longer care for her daughter so decided to give her to her father and mother-in-law. Sometime later the father-in-law was also killed which left the mother-in-law unable to care for Nansi. So Sheila had no option but to remove her child and find another alternative.

Nansi was left with different families by her mother, and sometimes went without food. A friend told Sheila about a children's home that might be able to help. When the family arrived at the Children's Home the staff noticed that Nansi was very tired, had swollen legs and was malnourished. The home agreed to take Nansi in and treat her. Nansi hadn't slept in a proper bed for a long time or had a proper meal. Nansi told a lady who lives near the home, "These people are so kind they gave me a bed and beddings"

This Children's Home was a member of CRANE network. They were keen to try to find a way for more children to return to being cared for in their families. They discussed with Sheila how to help her start a business and begin working, so that one day she could bring her daughter home. At the beginning of this year, Sheila was given start-up capital and started a small restaurant. She rented a small building and turned the front room into a seating area and cooked in the back of the house. She started cooking for a few customers, but as word spread her customers grew. Sheila was asked by her Local Council to cook food for a group of important people, which has really boosted her business. She now also has a fridge so she can sell cold water and soda. "I can't imagine that I am the one. God has dried my tears". Sheila eventually got herself settled with a reasonable income and so Nansi was resettled with her.

Sheila and Nansi are doing very well. They are happy to be back together and both do their bit to keep the business running. Nansi is able to attend school which she once thought would never happen.

# Theory of change

<b>OUR DESIRED IMPACT</b> Families provide a safe environment for a child to grow and excel beyond their first imagined potential						
<b>OUTCOMES</b>						
<b>Safe Spaces for Children</b>						
Children have safe places to go in their community—safety nets for children						
Children are kept safe wherever they are						
Children have a sense of wellbeing and wholeness						
<b>Children in Education</b>						
Children with disabilities are able to access necessary services						
<b>Children in Families</b>						
Families display positive, engaging relationships with one another						
Children are raised by their parent or an alternative parent						
Families are able to provide the basic needs for their families						
<b>INTERVENTION STRATEGIES</b>						
<b>Safe Spaces for Children: Coordination of a 'Safe Spaces for Children' Strategy</b>						
Gather key stakeholders to agree the standards expected of a Safe Space for children						
Promote the 'Safe Spaces for Children' product and invite organisations to participate						
Engage community leaders to agree places that will become safe for children to go to						
Assess organisational capacity for becoming safe spaces for children						
Train in child-focussed organisational development to members that create safe spaces						
Train pastors, leaders and children's workers to provide robust, effective and safe child care						
Award 'Safe Spaces for Children' to compliant organisations and churches						
Monitor the implementation of child-focussed policies, ensuring functioning systems						
Provide coordination of a team of professionals who provide specialist child care, e.g.						
<b>Children in Education</b>						
Engage educationalists to find new collaborative education strategies						
Engage in the development of in service teacher training curriculum						
Train teacher trainers and super-trainers to provide in service teacher training						
Engage in the development of the Ugandan school curriculum						
Build a model of an 'assisted places scheme' provided by the Christian private sector						
<b>Children in Families</b>						
Agree with government the role of the church in helping children live in families						
Engage key Christian leaders to devote time to the 'Children in Families' campaign						
Engage pastors to believe their duty of care to children and that children belong in families						
Pastors urge families in their congregations to open their homes to children						
Churches do first selection of potential foster families						
Network collaboration provides vetting of foster families, in liaison with Government						
Network trains trainers in churches to train foster families ready to receive children						
Church monitors success of foster placement and reports back to the network secretariat						
Network secretariat provides reports to government on church foster care placements						
Build a business cooperative to provide members and their parents with a marketplace						
<b>P.E.S.S.T.I.L. Political – Economic – Social – Spiritual – Technological – Institutional – Legal</b>						
Develop solution think tanks of interested stakeholders to find solutions to child related issues						
Engage Bible Colleges to provide training for ministry trainees in children's issues						
Build a network of professionals who can provide pro bono support for children in crisis, e.g. Lawyers Police Counsellors						
<b>Emergency shelters Medics</b>						
Support local communities in advocating to duty bearers for implementation of child rights						
Engage the private sector in investing in keeping children safe						
Establish a rigorous monitoring framework for the network's contribution to child care						
Engage in child related policy making at a national level						
<b>BARRIERS</b>						
<b>Political</b>	<b>Economic</b>	<b>Social</b>	<b>Spiritual</b>	<b>Technological</b>	<b>Institutional</b>	<b>Legal</b>
Lack of law enforcement Differences in allegiances Bad role modelling	Low income Pursuit of money and neglect of the family Marriage for money Absent parents	Attitude/poverty of the mind Polygamy/informal marriage Peer pressure Lack of a sense of community Lack of role models	Lack of role models Lack of integrity/negative mindset Differences in denominations Individualism—breakdown of unity	Access to pornography Social network addictions TV/media Internet	Corruption Compromise	Corruption in judiciary Cost of legal help

<b>INDICATORS OF SUCCESS IN 2029</b>		<b>PRECONDITIONS/ASSUMPTIONS</b>
<b>Indicators of 'Children in Families'</b>		Church engagement Government prioritise families Network structure in place Effective communication between members Opinion leaders engaged in the process Increased and more committed membership Integrated strategy of church/school/community working together Willingness to invest time and money to work towards the goal
Decrease in # children in institutions		
Decrease in # children on the streets		
No new street children staying on the streets		
Increase in family income		
Increase in % children describing they are happy in their families		
Increased # parents engaging in parental training and discussion groups		
Decrease in domestic violence		
<b>Indicators of 'Children in Safe Spaces'</b>		
Increase in the number of 'Safe Spaces' for children to go		
Increase in child survival rates		
Decrease in child mortality		
Decrease in child abuse		
Stronger policies and systems in organisations caring for children		
Decrease in early pregnancies		
Increase in child registration		
Increase in # successful prosecutions of child abuse		
Decrease in domestic violence		
<b>Indicators of 'Children in Education'</b>		
Increase in % children completing primary and secondary education		
Increase in use of creative child-to-child learning		
Increase in % children with improved life skills		
Improved learning outcomes		
Increased investment in education: training, resources, per child government investment		
<b>Indicators of Network Collaboration and Capacity</b>		
Decrease in annual % staff turnover		
Increase in financial transparency		
Decrease in mismanagement of resources		
Increase in % of successful child referrals to specialist services		
Increase in # pro-bono professional support to children's rights		
Increased survival ratios of organisations from local sources		
Increased cooperation between members for supply and demand of services		
Increased collaboration between state and non-state, private and public partnerships		
<b>HR</b>		
Identify the people you have		
Train up those we have		
Invest in succession for the Board and the staff		
Search for new people		
Train people		

